



## Williston 29 School District

12255 Main Street  
Williston, South Carolina

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	975 Students	
<b>Superintendent</b>	Alexia C. Clamp	803-266-7878
<b>Board Chair</b>	Mr. Calvin Melton	803-266-7878

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Excellent
2005	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

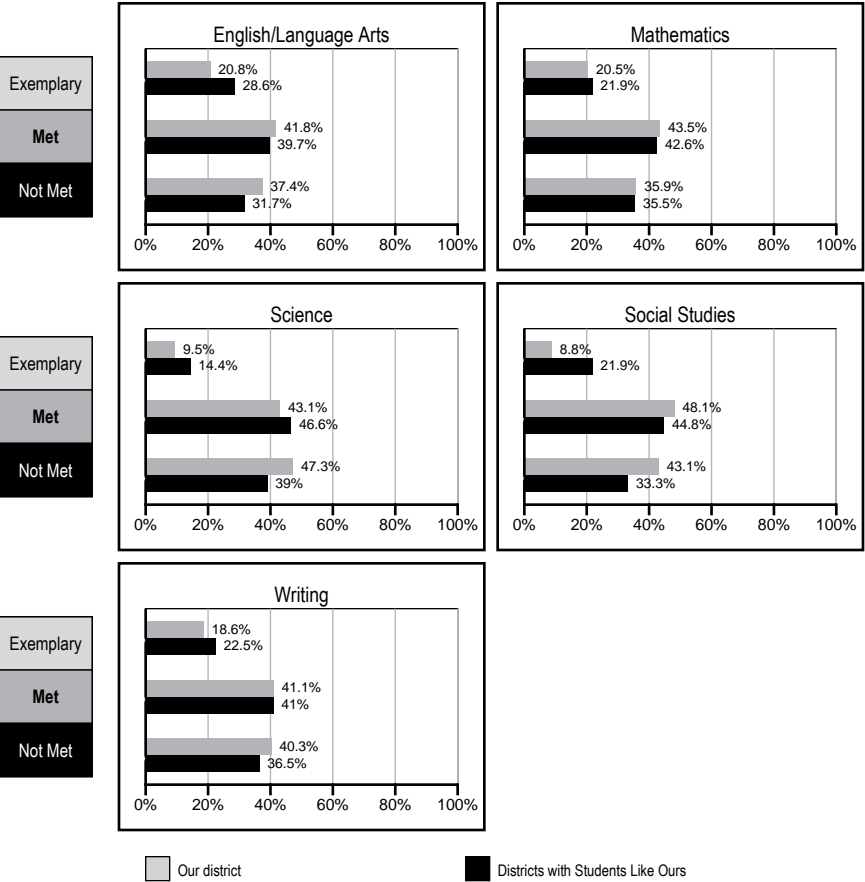
96.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	15	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	75.6%	70.4%	62.2%	74.6%	76.9%	73.1%
Passed one subtest	15.4%	15.5%	18.9%	14.2%	11.6%	14.0%
Passed no subtests	0.9%	14.1%	18.9%	11.2%	11.4%	12.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	68.8%	74.6%
English 1	57.5%	60.9%
Physical Science	31.7%	44.7%
US History and the Constitution	41.3%	35.7%
All Subjects	50.4%	54.3%

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=975)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	5.5%	Up from 4.1%	3.3%	3.1%
Attendance rate	96.1%	Up from 95.7%	95.4%	95.7%
Eligible for gifted and talented	12.1%	Up from 5.2%	9.8%	11.2%
With disabilities other than speech	10.4%	Down from 13.7%	10.6%	10.6%
Older than usual for grade	5.8%	Up from 4.8%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 2.5%	0.6%	0.5%
Enrolled in AP/IB programs	30.4%	Down from 38.6%	8.1%	10.5%
Successful on AP/IB exams	N/A	N/A	51.1%	51.2%
Eligible for LIFE Scholarship	28.1%	Down from 38.9%	29.5%	30.8%
Enrolled in adult education GED or diploma programs	9	Up from 7	34	40
Completions in adult education GED or diploma programs	5	Down from 7	22	30
Annual dropout rate	3.0%	Up from 1.7%	3.4%	3.4%
<b>Teachers (n=71)</b>				
Teachers with advanced degrees	54.9%	Up from 45.7%	55.8%	56.8%
Continuing contract teachers	81.7%	Down from 87.1%	76.5%	76.7%
Teachers with emergency or provisional certificates	6.5%	Up from 3.3%	5.5%	4.6%
Teachers returning from previous year	86.2%	Down from 87.6%	87.4%	88.4%
Teacher attendance rate	94.5%	Down from 94.6%	95.5%	95.0%
Average teacher salary*	\$42,082	Up 3.4%	\$45,806	\$46,992
Vacancies for more than nine weeks	0.0%	Down from 2.9%	0.4%	0.4%
Professional development days/teacher	24.0 days	Up from 16.8 days	13.9 days	13.1 days
<b>District</b>				
Superintendent's years at district	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.4 to 1	20.5 to 1	20.5 to 1
Prime instructional time	88.8%	Up from 87.3%	89.8%	89.8%
Dollars spent per pupil**	\$9,929	Up 15.9%	\$9,203	\$9,279
Percent of expenditures for teacher salaries**	47.9%	Down from 48.9%	51.8%	52.7%
Percent of expenditures for instruction**	53.2%	No Change	55.4%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	3	No Change	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	2.3%	3.5%
Average age in years of school facilities	43 Years	No Change	28 Years	28 Years
Number of schools with SACS accreditation	1.0	No Change	8.0	8.0
Parents attending conferences	99.1%	N/A	94.9%	93.9%
Average administrator salary	\$78,247	Down 1.0%	\$78,515	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	68	95.6%	363	50.4%	75	77.3%	Yes
Gender							
Male	43	95.3%	185	44.9%	47	78.7%	N/A
Female	25	96.0%	178	56.2%	28	75.0%	N/A
Racial/Ethnic Group							
White	41	95.1%	158	60.8%	46	78.3%	N/A
African American	27	96.3%	204	42.2%	28	75.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	34	5.9%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	24	95.8%	243	43.6%	29	65.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	95.6%	92.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	75	384
Number of Diplomas	58	288
Rate	77.3%	74.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	455	480	474	528	447	454	1376	1462		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	18.5	19.7	20.2	23.5	18.9	20.5	18.9	21.2	19.3	21.3
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School District Governance

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	29.2 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Dear Parents and Community,

Our school district has focused this year on establishing more positive relationships between students, staff, and families. Our theme for the 2008-09 year has been "Hand in Hand—Making Connections." Each school hosted two Family Nights throughout the year. These six events attracted families to visit the schools with the students, participate in educational as well as recreational activities, and to promote relationship building while having fun together. We are confident that when strong bonds develop between student, teacher, and families that we will be able to form a partnership to encourage students to do better academically.

District-wide we continued some of the initiatives begun last year: Balanced Literacy, RIT-band instructional morning groups, and use of math manipulatives and problem-solving in all classes. We began utilization of the Positive Behavior Interventions System in all three schools, organizing Student Assistance Teams immediately when students began to struggle academically or behaviorally. We feel strongly in the district that we must have consistent contact with parents in order to be successful with children. We utilized high school mentors with elementary and middle school students in a structured class setting. An Advisor-Advisee period was added to the high school schedule during which time teachers focused on careers and life skills. Teachers at the elementary and middle schools were involved in planning with our Curriculum Coach as well as Technology Coach. Our district focused professional development on meeting the needs of impoverished students studying the book entitled The Under-Resourced Learner.

Extracurricular activities give students an opportunity to be more well-rounded. Athletically, Williston-Elko had a great year. Our W-E football team attained the Upper State Championship and runner up in State Class 1-A. Baseball, Men's and Women's Tennis, and Golf brought home the Region Championship. Our Golf Team placed 5th in the State Class 1-A Tournament. Academics and athletics work together in our district to teach character, work ethic, and setting high goals. Our Band placed 5th in the State 1-A competition. Our high school drama class produced the musical "Grease," much to the delight of the community. All of our academic teams were competitive, including the Math Team, Speech and Debate, and the Knowledge Masters and Quiz Bowl.

Our community continues to be an important member of this team working together to produce the best future citizens and leaders in Williston. We thank you for your continued support and ideas for improvement and encourage you to provide input to us, attend school events, be a part of School Improvement Councils, and be present at Board meetings which are held at 7:00 p.m. every 3rd Tuesday in the month.

If I can ever be of any assistance to you, please do not hesitate to call or come by my office. We are always here to serve you.

Your Superintendent,  
Alexia C. Clamp.

No Child Left Behind

District Adequate Yearly Progress	No
-----------------------------------	----

This district met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
-----------------------------	------------------

The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
--	---

Title I Schools' School Improvement Status

School	Status
Kelly Edwards Elementary	CSI-DELAY

The Williston 29 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	---------------------------------	-----------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	427	100.0	37.3	41.9	20.8	77.0	82.8	Yes	Yes
<b>Gender</b>									
Male	224	100.0	39.8	40.7	19.4	72.2	79.3	N/A	N/A
Female	203	100.0	34.4	43.2	22.4	82.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	178	100.0	21.6	46.8	31.6	86.5	89.5	Yes	Yes
African American	245	100.0	48.9	38.2	12.9	70.0	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	63	100.0	77.4	17.7	4.8	35.5	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	1	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	309	100.0	43.6	41.9	14.5	71.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	427	100.0	35.8	43.6	20.6	75.5	78.9	Yes	Yes
<b>Gender</b>									
Male	224	100.0	34.3	44.0	21.8	75.0	77.0	N/A	N/A
Female	203	100.0	37.5	43.2	19.3	76.0	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	178	100.0	22.8	46.8	30.4	84.2	87.2	Yes	Yes
African American	245	100.0	45.9	40.3	13.7	68.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	63	100.0	79.0	17.7	3.2	32.3	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	1	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsidized meals	309	100.0	42.2	42.9	14.9	69.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	272	99.6	46.9	43.5	9.6	53.1	67.5
<b>Gender</b>							
Male	138	99.3	44.0	44.8	11.2	56.0	67.0
Female	134	100.0	50.0	42.1	7.9	50.0	68.0
<b>Racial/Ethnic Group</b>							
White	112	100.0	30.8	52.3	16.8	69.2	79.5
African American	157	99.4	59.3	36.0	4.7	40.7	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	34	100.0	85.3	14.7	N/A	14.7	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	1	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>							
Subsided meals	191	100.0	55.4	38.6	6.0	44.6	55.1

**Social Studies**

All Students	270	100.0	42.6	48.4	8.9	57.4	72.3
<b>Gender</b>							
Male	146	100.0	41.0	47.5	11.5	59.0	71.5
Female	124	100.0	44.5	49.6	5.9	55.5	73.2
<b>Racial/Ethnic Group</b>							
White	113	100.0	32.1	50.5	17.4	67.9	80.7
African American	155	100.0	51.0	46.3	2.7	49.0	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	40	100.0	79.5	17.9	2.6	20.5	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	1	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>							
Subsided meals	191	100.0	49.5	46.2	4.3	50.5	62.1

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	426	99.5	39.8	38.6	21.6	60.2	70.2	96.4	96.1
Gender									
Male	224	99.1	44.7	38.6	16.7	55.3	63.2	96.4	96.0
Female	202	100.0	34.4	38.5	27.1	65.6	77.5	96.4	96.3
Racial/Ethnic Group									
White	177	98.9	25.4	42.0	32.5	74.6	79.1	95.8	95.9
African American	245	100.0	49.6	36.3	14.1	50.4	57.6	96.8	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.6	93.8	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	63	96.8	86.7	11.7	1.7	13.3	26.1	96.2	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	1	I/S	I/S	I/S	I/S	I/S	61.2	95.6	96.8
Socio-Economic Status									
Subsidized meals	308	99.7	46.1	39.3	14.6	53.9	58.9	96.3	95.6

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	75	100.0	29.6	32.4	38.0	70.4
	4	62	100.0	42.4	44.1	13.6	57.6
	5	89	100.0	31.0	52.4	16.7	69.0
	6	69	100.0	32.8	46.3	20.9	67.2
	7	53	100.0	32.7	46.2	21.2	67.3
	8	79	100.0	54.7	30.7	14.7	45.3
Mathematics							
2009	3	75	100.0	45.1	26.8	28.2	54.9
	4	62	100.0	30.5	54.2	15.3	69.5
	5	89	100.0	38.1	44.0	17.9	61.9
	6	69	100.0	16.4	49.3	34.3	83.6
	7	53	100.0	34.6	44.2	21.2	65.4
	8	79	100.0	46.7	45.3	8.0	53.3
Science							
2009	3	38	100.0	47.2	44.4	8.3	52.8
	4	62	100.0	62.7	35.6	1.7	37.3
	5	46	97.8	51.2	41.9	7.0	48.8
	6	34	100.0	31.3	56.3	12.5	68.8
	7	53	100.0	32.7	53.8	13.5	67.3
	8	39	100.0	50.0	31.6	18.4	50.0
Social Studies							
2009	3	37	100.0	37.1	51.4	11.4	62.9
	4	62	100.0	30.5	64.4	5.1	69.5
	5	43	100.0	55.0	40.0	5.0	45.0
	6	35	100.0	14.3	77.1	8.6	85.7
	7	53	100.0	63.5	21.2	15.4	36.5
	8	40	100.0	51.4	40.5	8.1	48.6
Writing							
2009	3	74	98.7	27.1	35.7	37.1	72.9
	4	62	100.0	50.8	32.2	16.9	49.2
	5	88	100.0	40.5	46.4	13.1	59.5
	6	69	98.6	36.4	43.9	19.7	63.6
	7	54	100.0	34.0	35.8	30.2	66.0
	8	79	100.0	49.3	34.7	16.0	50.7

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	90	100.0	22.4	37.6	21.2	18.8	47.1	61.8	No	Yes
Male	50	100.0	32.7	34.7	18.4	14.3	38.8	57.4	N/A	N/A
Female	40	100.0	8.3	41.7	25.0	25.0	58.3	66.1	N/A	N/A
White	39	100.0	13.2	34.2	23.7	28.9	55.3	74.3	I/S	I/S
African American	51	100.0	29.8	40.4	19.1	10.6	40.4	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	53	100.0	33.3	37.5	20.8	8.3	37.5	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	90	100.0	32.9	28.2	18.8	20.0	51.8	62.7	No	Yes
Male	50	100.0	40.8	24.5	14.3	20.4	44.9	61.8	N/A	N/A
Female	40	100.0	22.2	33.3	25.0	19.4	61.1	63.6	N/A	N/A
White	39	100.0	18.4	23.7	21.1	36.8	71.1	75.1	I/S	I/S
African American	51	100.0	44.7	31.9	17.0	6.4	36.2	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	53	100.0	45.8	31.3	16.7	6.3	37.5	47.9	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	90	93.3	65.6	14.4	8.9	4.4	N/A	N/A	N/A	N/A
Male	50	92.0	68.0	8.0	8.0	8.0	N/A	N/A	N/A	N/A
Female	40	95.0	62.5	22.5	10.0	N/A	N/A	N/A	N/A	N/A
White	39	100.0	51.3	23.1	17.9	7.7	N/A	N/A	N/A	N/A
African American	51	88.2	76.5	7.8	2.0	2.0	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	70.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	53	90.6	77.4	11.3	N/A	1.9	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	74	95.9	25.0	30.9	25.0	19.1	55.9	69.7
	2009	90	100.0	22.4	37.6	21.2	18.8	47.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	74	95.9	19.1	36.8	30.9	13.2	55.9	67.2
	2009	90	100.0	32.9	28.2	18.8	20.0	51.8	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate, grades K-8	96.1%	94.0%*	Yes

\* Or greater than last year  
\*\* Adjusted to account for natural variation in performance.